

The Single Plan for Student Achievement

School: John McManus Elementary School
CDS Code: 04-61424-6003024
District: Chico Unified School District
Principal: Kristine Keene
Revision Date: November 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

John McManus Elementary School's Vision and Mission Statements

John A. McManus Elementary Mission Statement

The McManus staff collaborates to provide the instruction and support that all students need in order to learn and achieve at high levels. We believe all students can reach their full potential, both academically and emotionally.

A Shared Vision of the School We Strive to Create at
McManus Elementary: 2017-2018

- There is a climate of high expectations for student's success, and staff members communicate their high expectations to students, parents, and one another.
- We work together respectfully as a school community to obtain our goals both of social inclusion and high academic success.
- Students and adults alike believe their efforts, improvements, and achievements are recognized and celebrated.
- There is a clear path and procedure to provide early interventions that is monitored on a timely basis.
- Varied enrichment opportunities are provided for students before and after school such as: music, art, sports, drama, fitness and clubs.
- Our school welcomes all children and their families from our diverse Chico community.
- There is a safe and orderly environment.

School Profile

John McManus School is a Preschool-5th grade elementary school located 76 miles north of Sacramento in the north section of the city of Chico, California. It is one of 12 elementary schools in the Chico Unified School District. McManus currently serves 435 students and has 20 classrooms. In addition to a Resource Specialist Program, the school offers two Severely Handicapped Classes, a Title 1 Resource Program, Instructional Aides and Title 1 teachers who support Title I students and English Language Learners, and an After School ASES Program serving approximately 85 students. Additionally, McManus has two ELD coaches who work with staff on instructional practices and deliver weekly professional developments designed to best meet the needs of our many EL students. McManus is also home to two part-time counselors, as well as a guidance counselor. Twenty-two percent of our students are English Learners. Seventy-seven percent participate in the Free and Reduced Lunch Program. The school is socially, economically, and culturally diverse.

McManus School has an extensive Title 1 program that is implemented to provide a wide variety of supports to our students. Title 1 staff work with homeroom teachers to provide small group instruction utilizing a mix of instructional strategies. Direct instruction-Staff uses programs such as SIPPS to provide directed, daily, sequenced reading lessons to students at their instructional level. SIPPS carefully builds each lesson on what was learned in the previous day's lesson, so students are able to fill in missing reading skills in a coherent manner. Our classrooms also utilize iReady in grades Kindergarten-5th grades. iReady is used during classroom instruction as well as tutoring.

McManus Elementary is a PBIS school. Through positive-based behavior interventions, the school has created a positive, safe, and respectful environment in which students are celebrated for positive behavior on campus. Additionally, this year McManus has been established as an MTSS (Multi-Tiered System of Support) school.

A state-funded preschool opened its doors on our campus in January 2017. We have 20 students at this time. McManus also has a full TK classroom.

McManus is fortunate to have 1:1 devices for all students. Grades 1-5 all have complete Chromebook carts in their classrooms. Additionally, our SH and RSP classrooms utilize Chromebooks,

Language Star is the program McManus utilizes to teach ELD, in which the primary purpose is to teach English grammar and usage to students with primary languages other than English. McManus will work with consultants Kevin Clark and Bradley Williams with the assistance of district ELD coaches to alter and refine our delivery of ELD instruction.

Other Student Support Services - McManus School has a library that is operated by a library aide. Classes are scheduled on a weekly basis to visit and check out books. A Computer Technician runs our Computer Lab so students can have weekly lessons in the lab. McManus has two part-time counselors who each work two days on campus with individual students and small groups of students. The counselors are an integral part of our school community to serve students and their parents. Additionally, McManus has one PIP guidance counselor. This counselor also works to support students individually and in small groups. A school nurse and a health aide provide assistance. Either the nurse or health aide is on campus for daily coverage. A speech and language person is on campus to provide speech and language services. A psychologist is on campus three days/week. McManus has two part-time targeted case managers to provide a bridge from school to home. Their services include parenting classes, translations, and assistance in accessing community resources, such as medical, dental, or vision needs. McManus has a strong Reading Pals program to support readers in grades 1st-3rd.

McManus has growing and active participation in our parent/school groups. Site Council, PTA, and ELAC meet often and support McManus students in numerous ways.

McManus is fortunate to operate a before and after-school program funded by an ASES grant. The ASES grant is an extensive after-school program. The after-school program runs for three and a half hours each day. The initial hour of the program is academic. All students either attend homework club or a math tutoring session as determined by pre/post assessments. The remaining two hours of the program include enrichment and recreational activities.

McManus has also continued to support our grade level PLC's. Grade level teams have been established and teachers are released bi-weekly to collaborate with a focus on student academic achievement and data analysis. This PLC model has proved to be successful on our campus for consistent grade level collaboration.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In 2016, our site in collaboration with the District Office, conducted a survey with information gathered from students, parents and staff. This information has been studied by our staff in order to modify our programs.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations happen as per CUSD/CUTA contract. The principal visits each classroom frequently and often gives feedback to staff members. Grade Level Teams meet for an average of 50 minutes bi-monthly to discuss their teaching practices and may invite team members to observe to help them improve instruction. The District provides support through ELD Coaches who work with teachers and classrooms to improve instruction. The dialogue between teachers and coaches provides a valuable opportunity to evaluate the patterns of lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Grade Level Teams and Title 1 support team meet at regularly scheduled intervals and work with the most recent data to regroup students and to select appropriate interventions for all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Title I teacher and aides assist teachers with the most recent data from Illuminate, iReady, Language Star, and other district assessments to realign student groups or to place students new to McManus.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All McManus teachers have met these qualifications.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The majority of teachers have attended professional development in areas that their grade level team has selected.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD supports and maintains numerous professional development opportunities for staff throughout the year. A focus on the use of technology in teaching has been paramount this past year.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

McManus has a robust and reflective Title I Program. The school is provided certificated ELD coaches by the district. Our SBIT team assists teachers to meet the needs of students.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Regularly scheduled collaboration time is in place for grade level teams to meet. Additionally our Fine Arts program offers a common time for teachers if they choose to work together. On average, 2 staff meetings a month are dedicated to Grade Level PLC meetings.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CUSD DLC members meet regularly and send updated information for staff meetings on site. McManus is proud to have a DLC representative at these District meetings who share information with the staff during scheduled meeting time.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Every grade level works out a schedule that permits them to comply with recommended instructional minutes but gives them the opportunity to work with support staff during these critical times.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels use the recommendations from the CUSD DLC.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Under the Williamson Act these materials are available to all students and staff.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Instructional funds are focused on the standards instructional materials and the appropriate intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Grade Level PLCs work together to address the needs of ALL students with the support of the Title I Program.

14. Research-based educational practices to raise student achievement

All curriculum and supplemental materials used on a regular basis to meet the requirements of research-based educational practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Reading Pals is a robust, healthy program on the McManus campus with approximately 45 participants. This program assists children in reading once/week. Additionally, the Chico Sunrise Rotary is an important community partner to McManus supporting the literacy program. CAVE volunteers also work on the campus.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Site Council meets on a regular basis and takes information back to staff meetings and PTA and other parent meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I and our ASES grant help us support students academically. The three-year counseling grant has also helped support students.

18. Fiscal support (EPC)

Funding fluctuates according to the State's solvency.

Description of Barriers and Related School Goals

There are a number of barriers in place making progress difficult for John McManus Elementary to realize its school goals. McManus has significantly high percentages of students in subgroups that historically underperform in areas of academic achievement. In order to address these issues, McManus Elementary has allocated significant manpower and attention through our Title 1 program to address the unique needs of our students, specifically English learners, SWD, and students categorized as socioeconomically disadvantaged. A student is considered socioeconomically disadvantaged if both parents did not complete high school or if the student participates in the National School Lunch Program. With district support we utilize the support of ELD coaching teams to help us better reflect on how well we are meeting the needs of our students with our curriculum, instructional practices and our student academic growth monitoring. McManus will also work extensively this year with ELD consultant Bradley Williams to improve our delivery of ELD instruction. Mr. Williams will also consult with the district ELD coaching team to provide regular coaching and professional development to the McManus staff throughout the school year.

McManus has adopted a Professional Learning Community model to better critique how well we are providing a program for our students. In our fifth year of PLC implementation, we have created a well-oiled machine. Teachers meet with their Chromebooks and iReady data as well as classroom data. Our expectation is that we will continue this method of PLC implementation each year, allowing us to hone our ability to best meet the needs of our student population.

As mentioned earlier, McManus has also houses two ELD coaches who help us better reflect on how we are meeting the needs of our EL students with our curriculum, instructional practices, and our student academic growth monitoring, through our weekly professional development meetings.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	81	52	58	76	51	58	76	51	95.1	93.8	98.1
Grade 4	66	57	71	64	54	71	64	54	71	97.0	94.7	100
Grade 5	74	72	55	68	71	55	68	71	55	91.9	98.6	100
Grade 6	77	71		76	70		76	70		98.7	98.6	
All Grades	278	281	178	266	271	177	266	271	177	95.7	96.4	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2412.9	2413.8	2367.7	16	18	5.88	28	22	5.88	28	26	39.22	29	33	49.02
Grade 4	2436.5	2450.6	2441.0	8	13	14.08	25	33	15.49	27	19	29.58	41	35	40.85
Grade 5	2477.3	2472.4	2460.9	12	6	9.09	24	35	23.64	31	23	29.09	34	37	38.18
Grade 6	2505.2	2498.5		4	7		32	21		43	40		21	31	
All Grades	N/A	N/A	N/A	9	11	10.17	27	28	15.25	33	27	32.20	31	34	42.37

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	10	14	3.92	57	39	35.29	33	46	60.78	
Grade 4	11	13	11.27	50	52	45.07	39	35	43.66	
Grade 5	12	13	14.55	43	38	47.27	46	49	38.18	
Grade 6	5	10		55	40		39	50		
All Grades	9	13	10.17	51	42	42.94	39	46	46.89	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	10	21	11.76	59	49	49.02	31	30	39.22	
Grade 4	13	19	9.86	56	56	59.15	31	26	30.99	
Grade 5	25	17	9.09	51	52	60.00	24	31	30.91	
Grade 6	12	11		61	53		28	36		
All Grades	15	17	10.17	57	52	56.50	28	31	33.33	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	13	1.96	62	62	56.86	26	25	41.18
Grade 4	5	2	12.68	70	74	59.15	25	24	28.17
Grade 5	6	7	10.91	66	65	61.82	28	28	27.27
Grade 6	9	6		67	71		24	23	
All Grades	8	7	9.04	67	68	59.32	26	25	31.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	25	7.84	47	55	43.14	22	20	49.02
Grade 4	8	15	16.90	55	65	57.75	17	20	25.35
Grade 5	19	20	14.55	56	65	49.09	25	15	36.36
Grade 6	17	24		76	61		7	14	
All Grades	18	21	13.56	59	61	50.85	17	17	35.59

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	81	52	58	77	51	58	77	51	95.1	95.1	98.1
Grade 4	66	57	71	65	54	71	65	53	71	98.5	94.7	100
Grade 5	74	72	55	68	71	55	68	71	55	91.9	98.6	100
Grade 6	77	71		77	70		77	70		100.0	98.6	
All Grades	278	281	178	268	272	177	268	271	177	96.4	96.8	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2388.9	2414.4	2379.7	3	8	0.00	14	29	17.65	40	34	31.37	43	30	50.98
Grade 4	2430.2	2449.6	2461.3	3	8	9.86	22	23	33.80	29	42	28.17	46	28	28.17
Grade 5	2480.9	2486.1	2463.3	12	7	12.73	15	18	9.09	40	48	29.09	34	27	49.09
Grade 6	2482.9	2484.6		6	1		9	21		43	37		42	40	
All Grades	N/A	N/A	N/A	6	6	7.91	15	23	21.47	38	40	29.38	41	31	41.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	16	7.84	36	44	27.45	59	40	64.71
Grade 4	14	23	18.31	28	38	33.80	58	40	47.89
Grade 5	15	17	16.36	43	32	27.27	43	51	56.36
Grade 6	6	4		39	31		55	64	
All Grades	10	14	14.69	37	37	29.94	53	49	55.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	3	17	7.84	48	53	52.94	48	30	39.22
Grade 4	8	11	21.13	34	49	46.48	58	40	32.39
Grade 5	10	10	10.91	51	55	43.64	38	35	45.45
Grade 6	8	11		49	50		43	39	
All Grades	7	13	14.12	46	52	47.46	47	35	38.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	17	5.88	48	57	56.86	38	26	37.25
Grade 4	3	11	14.08	52	51	47.89	45	38	38.03
Grade 5	7	8	9.09	47	51	40.00	46	41	50.91
Grade 6	6	1		60	63		34	36	
All Grades	7	10	10.17	52	56	48.02	40	35	41.81

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				43			29	29	***	14	29	***	14	43	
1		7	6	8	29	24	25	36	41	25	21	18	42	7	12
2	7		11	50		33	36	40	22	7	50	33		10	
3				20	42	9	47	42	9	20	17	45	13		36
4	17	8	20	28	31	40	44	31	27	11	23	7		8	7
5	11	20	18	33	27	18	50	40	55				6	13	9
6	7			36	41		43	53		7			7	6	
Total	7	6	11	31	27	26	41	40	31	11	17	22	10	10	11

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				12			16	17	16	16	25	16	56	58	68
1		6	6	8	22	24	23	28	41	23	28	18	46	17	12
2	7		10	53		30	33	36	30	7	45	30		18	
3				20	38	17	47	38	8	20	15	42	13	8	33
4	15	8	20	25	31	40	40	31	27	10	23	7	10	8	7
5	11	19	15	33	31	23	50	38	46				6	13	15
6	7			33	41		40	53		7			13	6	
Total	6	4	8	26	22	22	35	33	28	12	19	19	22	21	23

Conclusions based on this data:

1.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kristine Keene	X				
Chris Weaver		X			
Katie Timmel		X			
Katelyn Clements		X			
Kristina Felix				X	
Brad Wilcox				X	
Lindsey Waters				X	
Numbers of members of each category:	1	3		3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:

- **McManus will adhere to Williams Act requirements to ensure that all students have access to curriculum, instructional materials, and technology to support student achievement of the CSCS.**
- **McManus will maintain the ratio of students to device of 1:1.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> ● Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments ● Support Induction Professional Development 	HR Data- Number of teachers with appropriate credential and teaching in correct subject area (See Induction-Goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> ● Textbooks and supplemental materials ● Educational software: <ul style="list-style-type: none"> ○ Renaissance ○ iReady ○ Illuminate 	<ul style="list-style-type: none"> ● Ensure site has proper instructional materials as per the Williams Act requirements 	Williams Act Report	All	Instructional Materials Renaissance Place iReady Illuminate	LCAP - District Supplemental Lottery Funds LCAP-District Supplemental (Total District cost) LCAP-District Supplemental (Total District cost) LCAP-District Supplemental (Total District cost)	\$400,000 \$350,000 \$ 84,000 \$60,500 \$ 64,000
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> ● Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements 	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000

McManus Elementary LCAP/SPSA Goals

Year:2017-18

<p>Purchase technology for students and teachers per district technology needs .</p>	<ul style="list-style-type: none"> Site will ensure that Chromebook carts and iPad minis are maintained in good working order. 	<p>Ratio of students to devices in grades 1-5</p> <p>K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p>	<p>All</p>	<p>IT Dept</p>	<p>LCAP - District Supplemental</p>	<p>\$250,000</p>
<p>To ensure access to online resources, employ:</p> <ul style="list-style-type: none"> Librarians and Library Media Assistants Instructional Technology Aides 	<ul style="list-style-type: none"> Libraries will be maintained and available for student use. McManus will employ an IA Tech 	<p>Library Media Assistant 20 hours per week</p> <p>Add'l Library Media Assistant hours</p> <p>Tech IA- 20 hours per week</p>	<p>All</p>	<p>Librarians & Library Media Assistants</p> <p>Tech Aides</p>	<p>LCAP- District Supplemental (Total District cost)</p> <p>LCAP- Supplemental Site</p> <p>LCAP- Supplemental District (Total District cost)</p>	<p>\$1,056,738</p> <p>\$ 4,632.48</p> <p>\$390,468</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> Computers for Classrooms Comcast Internet Access IReady 	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		

EVALUATION OF GOAL:

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards

- 2.1: CUSD will continue to support teachers in implementing the California State Content Standards via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

Site Goals:

- All certificated personnel will continue to implement CSCS.
- All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.
- All certificated personnel will meet a minimum of 10 times to analyze student achievement data.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<p>Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer assessments that align with new state standardized assessments (SBAC)</p> <p>District Leadership Committee (DLC) will analyze overall district instructional needs recommend district-wide staff development</p>	<p>Local assessments administered</p> <p>Administration and use of data</p>		<p>DLC Teachers on Special Assignment (TOSA)</p>	<p>LCAP -District Supplemental (Total District cost)</p> <p>Title II</p> <p>Title I</p> <p>Title III</p>	<p>\$291,830</p> <p>\$148,000</p> <p>\$199,284</p> <p>\$37,698</p>
<p>Provide professional development in:</p> <ul style="list-style-type: none"> • California State Content Standards • Before school and after school-year PD • Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education), IReady 	<ul style="list-style-type: none"> • Our staff will attend district-wide professional development. • Teachers will meet to analyze data and design rigorous CSCS instruction. • PLC's analyzing benchmark results together • GLT/SBIT progress monitoring high concern students • Planning CSCS lessons together • District-wide Skype/Video meetings supporting data discussion • Provide after school professional development sessions focusing on technology integration in classrooms • Provide paid (hourly rate) afterschool opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff • Site specific PD needs 	<p>District-wide Grade Level Meetings- 10/3, 11/28, 1/30, 4/10</p> <p>Plan common staff meeting discussions about iReady and reading data</p> <p>PD Sign In Sheets</p>	All	<p>Presenter Costs</p> <p>12 Days/ PLC Release</p> <p>After School PD Opportunities</p> <p>Site PD Opportunities</p>	<p>Educator Effectiveness Fund</p> <p>Title II Site</p> <p>Title II District</p> <p>Title II Site</p>	<p>\$12,000</p> <p>\$ 9, 120.00</p> <p>\$ 180,000</p> <p>\$1,000</p>

McManus Elementary LCAP/SPSA Goals

Year:2017-18

<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> ● CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC ● Ensure all students are given site, district and state assessments. 	<p>Testing Window dates: -i-Ready 3 times/year -TK-5 Local Assessments 4 times/year -Gr. 2-5 Local CCSS Assessments 2 times/year</p>	<p>All</p>	<p>TOSAs See Goal 3</p>	<p>LCFF Supplemental District (Total District Cost)</p>	<p>See Goal 3</p>
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> ● Interested teachers will participate in long-term professional development opportunities 		<p>All</p>	<p>District PD Opportunities Site PD PLCs Peer Instructional Rounds</p>	<p>Title - II Title III- District Educator Effectiveness Funds</p>	<p>\$200,000 \$39,000 \$179,000</p>

EVALUATION OF GOAL

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers.
- 3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready..
- 3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 3.4: Increase student achievement for English learners.
- 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal:

- **McManus will increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school’s Data Dashboard.**
- **McManus will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> • Not Applicable 					
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	<ul style="list-style-type: none"> • Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. • Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. • Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. • High Concern lists of students will be looked at frequently and discussed among teachers • Employ supplementary support teachers (certificated) • Reading Pals program will continue and data analyzed throughout the year • Site will use SBIT process to monitor placement of students in interventions • All English Learners will be given ELD using Language Star curriculum and assessment • ELD teachers will participate in on-going after school training • IReady program: Math • IReady program: ELA 	iReady assessments TK-5 common assessments Grades 2-5 CSCS aligned assessments CAASPP data CELDT Data EL Reclassification Rate Language Star PD Bi-weekly Language Star Assessment Data	All All	Intervention/ Support Teachers Rtl via SpEd Staff Reading Pals ELD Language Star Coaches	Title 1- Site LCAP -District Supplemental (Total District cost) LCAP - District Supplemental Title 1- District Title III- District (Total District cost)	\$ 129,778 \$579,355 \$106,208 \$118,451 \$26,614

McManus Elementary LCAP/SPSA Goals

Year:2017-18

	<ul style="list-style-type: none"> All English Learners will take CUSD interim ELD Assessments and CELDT with 62% of EIL students increasing 1+ levels or more on CELDT 					
<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> Targeted Case Managers (TCMs) Elementary Instructional Specialists (2.4 FTE) Guidance Specialists Bilingual Aides TK Instructional Aides 	<ul style="list-style-type: none"> See Goal 4 McManus will employ a .2 TOSA Site Guidance Specialists - .56 FTE .5 FTE Elementary School Counselor Employ 2 Instructional Aides Bilingual Aide McManus will have 1 TK Aide at 3.5 hrs/day or All eligible 4 year old students will be offered Transitional Kindergarten located on various site in the district 		All	<p>TCMs</p> <p>Elem TOSAs</p> <p>Guidance Specialists</p> <p>Counselor</p> <p>Instructional Aides (x2)</p> <p>Bilingual Aides</p> <p>District TK Aides 3.5hrs/day on each TK site</p>	<p>LCAP -District Supplemental (Total District cost)</p> <p>LCAP - District Supplemental (Total District cost)</p> <p>LCAP - District Supplemental Funded (Total District cost)</p> <p>LCAP -District Supplemental (Total District cost) Site Funded??</p> <p>Site LCAP</p> <p>LCAP - District Supplemental (Total District cost)</p> <p>LCAP- District Supplemental (Total District Cost)</p>	<p>See goal</p> <p>See goal 2</p> <p>\$343,908</p> <p>\$538,161</p> <p>\$33,410</p> <p>\$452,158</p> <p>\$91,944</p>

McManus Elementary LCAP/SPSA Goals

Year:2017-18

Implement various models of all-day or extended day Kindergarten at all elementary sites.	<ul style="list-style-type: none"> Site Kindergarten teachers will attend planning meetings at the district office. McManus will implement extended/full-day Kindergarten day with 3 Aides. 		All	No Funding Needed All Day K Aides	District Title I (cost for all sites)	\$128,533
Provide after school tutoring support at Elementary ASP sites as needed	<ul style="list-style-type: none"> Site will provide tutoring groups before and after school in ELA and Math to students identified as needing support 	Tutoring Data High Concern Lists	All	Certificated Staff Costs 2hrs. per week per site	Title 1 Alternative Supports District Funds - IReady	\$28,512

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input

- 4.1: For students at all schools, provide opportunities and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student

Site Goal: - McManus will set up, maintain and communicate regularly with at least one social media platform account.
 - McManus will utilize a parent survey to establish a baseline % of the parents who respond receiving a response from teachers/school staff regarding inquires about their student within a minimum of three school days.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> ● using Parent Portal in Illuminate for 4th-5th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries ● Survey Parents 	<ul style="list-style-type: none"> ● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings ● Administer Education for the Future survey in January 	PD Sign-in Sheets Parent feedback regarding timely responses Spring Parent Survey Responses	All	After School PD Opportunity Education for the Future Survey (Total District Cost)	Title II-District LCAP - District Supplemental	\$10,000 \$10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> ● Parent Portal feature in Aeries and Illuminate ● Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> ● McManus will offer a minimum of 2 parent/family informational opportunities 	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● District will provide a .5 TCM 	Sign in Sheets at site ELAC meetings	All	TCM Costs	LCAP-District Supplemental (Total District cost)	\$428,496

McManus Elementary LCAP/SPSA Goals

Year:2017-18

<p>Verify 70% of parents attend and participate in parent/ teacher conferences.</p>	<ul style="list-style-type: none"> • Offer a minimum of 4 family activities • School Climate/Culture Activities: 	<p>Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings</p>	<p>All</p>	<p>Activity Costs</p>	<p>PTA Support</p>	
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Goal 5: Improve School Climate

- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal: McManus will reduce the number of chronically truant students annually.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> ● trauma-informed strategies ● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> ● Make teachers aware of PD opportunities through weekly bulletins and staff meetings ● McManus will participate in CUSD PBIS ● McManus will utilize our Counselor and PIP Guidance Counselor for 7.5 hrs/week to support positive recess supervision. 	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class, and Off-School suspensions	All	District Wide PBIS Training	District Title II Support	\$40,000
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> ● Provide a minimum of 4 family events ● Early identification of students with attendance issues ● Communicate chronically absent/tardy names to teachers ● Parent/Principal meetings to see if student absences and tardies improve ● Use attendance rewards at school assemblies 	Event Sign-in Sheets Aeries Reports	All			
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (e.g. In-School Suspension) 	<ul style="list-style-type: none"> ● Maintain Opportunity Class 	Number of Referrals to Opportunity Class ISS, OSS Rates	All	Opportunity Class	LCFF District Supplemental (Total District cost)	\$160,000

McManus Elementary LCAP/SPSA Goals

Year:2017-18

<ul style="list-style-type: none"> Alternative Ed. Supplemental staffing 						
<p>Provide health, social-emotional counseling support services:</p> <ul style="list-style-type: none"> Nurses/Health Assistants Guidance Aides Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> Employ EMHI, PIP, Guidance Aides- See Goal 3 Employ Nurses/ Health Assistants Guidance Specialists at each elementary site Provide MNI Services as needed 	Site Attendance Rate	All	<p>Nurses / Health Assistants</p> <p>Guidance Specialists</p> <p>MNI & Off Campus Instruction</p>	<p>LCAP District Supplemental (Partial District Cost)</p> <p>LCAP District Supplemental (Total District Cost)</p> <p>LCAP District Supplemental (Total District cost)</p>	<p>\$658,168</p> <p>See Goal 3</p> <p>\$326,370</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> Employ School Aides (noon supervisor, yard duty) as needed McManus will employ additional School Aides 	Number of Office Referrals	All	<p>Campus Supervision (Total District Cost)</p> <p>School Aide</p>	<p>LCAP Supplemental District</p> <p>LCAP - Site Supplemental</p>	<p>\$616,831</p> <p>\$17,422</p>
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<ul style="list-style-type: none"> Specialist provide - Fine Arts 1st - 6th - 11 sessions - ½ day each Music 6th grade band - 2xs per week 4th -6th classroom music weekly PE 1st-6th grades 13 sessions - 65 minutes 	Site Attendance Rate	All	<p>Certificated teacher providing prep time release</p>	<p>LCAP Supplemental District</p>	<p>\$1,336,9222</p>
<p>Research availability of federal and state funds/grants for school resource officers.</p>			All			
<p>Support student engagement at the high schools by encouraging participation in sports teams.</p>	<ul style="list-style-type: none"> Not Applicable 					

McManus Elementary LCAP/SPSA Goals

Year:2017-18

Safety Plan Expenditures						
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Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I -\$168,124 Title 1 Site Carryover-\$17,125 <p style="text-align: right;">Total= \$185,249</p>	Title 1 Teachers x3 Parent Aide 1 day Psychologist	\$129,583 \$21,200 \$22,886 <p style="text-align: right;">Total= \$173,669</p>
Title II-\$8,060 <p style="text-align: right;">Total= \$8,060</p>	PLC Release Time	\$8,060 <p style="text-align: right;">Total= \$8,060</p>
Safe Schools- \$3,000 <p style="text-align: right;">Total= \$3,000</p>		<p style="text-align: right;">Total= \$3,000</p>

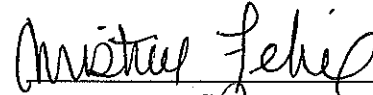
LCAP Site Budget Developed with School Community/SSC Input		
Funding Source	Funding Allocation	Cost
17-18 Total- \$79,431	Library Aide Instructional Aides x2 School Aides x2 Parent Aide Bilingual Aide .2	\$4,632 \$33,410 \$10,305 \$7,116 \$9,000 <p style="text-align: right;">Total: \$64,465</p>
<p style="text-align: right;">Total= \$79,431</p>		<p style="text-align: right;">Total= \$64,465</p>

Recommendations and Assurances


The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):



 Signature



 Signature

 Signature

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 Signature

 Signature

 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 27, 2017.

Attested:

Kristine Keene

 Typed Name of School Principal



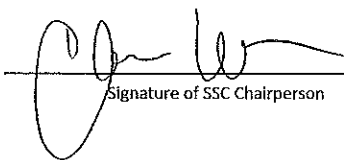
 Signature of School Principal

11/27/17

 Date

Chris Weaver

 Typed Name of SSC Chairperson



 Signature of SSC Chairperson

11/27/17

 Date